Transitioning to the Common Core State Standards

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College and Career Readiness Standards

- In 2009, the Council of Chief State School Officers and the National Governors Association Center for Best Practices committed to developing a set of standards that would help prepare students for success in college and career.

- In September 2009, College and Career Readiness standards were released.

- This work became the foundation for the Common Core State Standards (CCSS).
The Common Core State Standards - A Multi-State, Multi-Organizational Effort

• Feedback and review from national organizations
• Feedback and review by state educational agencies
• To date:
  – 45 states
  – 4 territories
  – District of Columbia
  – Department of Defense
California and the Common Core Standards

- Established an Academic Content Standards Commission (ACSC) to develop standards in mathematics and English-language arts
- Stated that 85 percent of the standards were to consist of the CCSS with up to 15 percent additional material
- Directed the California State Board of Education (SBE) to adopt or reject recommendations of the ACSC
- In August, 2010, the SBE adopted the Common Core State Standards
- In January, 2013, modifications to the California Common Core State Standards in mathematics were adopted by the SBE
Benefits of Common Core State Standards

• Aligned with college and work expectations
• Clear, understandable, consistent
• Rigorous content and application of knowledge through high-order skills
• Build upon strengths and lessons learned of current state standards
Benefits of Common Core State Standards

- Internationally benchmarked
- Evidence and research-based
- Consistent expectations – no matter where you live
- Opportunity for shared resources and reduced costs
Common Core Shifts

English-language Arts/Literacy

- Building knowledge through **content-rich** nonfiction
- Reading, writing and speaking **grounded in evidence from text**, both literary and informational
- Regular practice with **complex text** and its academic language
Literacy in History/Social Studies, Science, and Technical Subjects: Grades 6–12

- Set the expectation that students will read and write in non-ELA classrooms and develop informational/technical writing skills

- Provide an acknowledgement of unique text structures found in informational text

- Maintain the focus on discipline-specific vocabulary, critical analysis, and evidence across the curriculum
College and Career Readiness Anchor Standards

The K-12 Common Core standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

<table>
<thead>
<tr>
<th>READING</th>
<th>WRITING</th>
<th>SPEAKING AND LISTENING</th>
<th>LANGUAGE</th>
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<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Text Types and Purposes</strong></td>
<td><strong>Comprehension and Collaboration</strong></td>
<td><strong>Conventions of Standard English</strong></td>
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<tr>
<td>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
<td>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</td>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<tr>
<td>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
<td>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
<td>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</td>
<td>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
<td>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</td>
<td><strong>Knowledge of Language</strong></td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td><strong>Production and Distribution of Writing</strong></td>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
<td><em>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</em></td>
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<tr>
<td>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</td>
<td><em>Vocabulary Acquisition and Use</em></td>
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<tr>
<td>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</td>
<td>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
<td>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</td>
<td>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</td>
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<tr>
<td>6. Assess how point of view or purpose shapes the content and style of a text.</td>
<td>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
<td>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</td>
<td>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
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<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>Research to Build and Present Knowledge</strong></td>
<td><strong>Range of Writing</strong></td>
<td>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</td>
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<td>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</td>
<td>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</td>
<td>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
<td><em>Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.</em></td>
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<td>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</td>
<td>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</td>
<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td><em>These broad types of writing include many subgenres. See Appendix A for definitions of key writing types (found at corestandards.org).</em></td>
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<tr>
<td>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</td>
<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
<td>06.19.12</td>
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Common Core Shifts Mathematics

• **Focus** strongly where the Standards focus

• **Coherence**: Think across grades, and link to major topics within grades

• **Rigor**: In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity
High School Mathematics

The CCSS high school standards are organized in 6 conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

California additions:

- Advanced Placement Probability and Statistics
- Calculus
Model Course Pathways for Mathematics

Courses in higher level mathematics: Precalculus, Calculus (upon completion of Precalculus), Advanced Statistics, Discrete Mathematics, Advanced Quantitative Reasoning, or other courses to be designed at a later date, such as additional career technical courses.

Pathway A
Algebra I
Geometry
Algebra II

Traditional in U.S.

Pathway B
Mathematics I
Mathematics II
Mathematics III

International Integrated approach (typical outside of U.S.)
Smarter Balanced Assessment Consortium

- California signed on as a Governing State in June 2011
- Memorandum of Understanding signed by Governor Brown, Superintendent Torlakson, and Board President Michael Kirst
- Currently includes 24 states educating approximately 20 million of the nation’s public K-12 students
  - 21 governing states, 3 advisory
State Governance

- Consortium led by state K-12 and higher education representatives. All major decisions subject to state vote.

- California has higher education representatives from all three public segments
  - Linda Michalowski, Vice Chancellor, Student Services and Special Programs
  - Sonia Ortiz-Mercado, Dean, Student Services & Special Programs Division

- Two California representatives on Smarter Balanced Executive Committee (Co-chair Deb Sigman, Higher Education Representative Beverly Young, Assistant Vice Chancellor, Academic Affairs, CSU)
SBAC Basics

• To develop a set of **comprehensive and innovative** assessments for **grades 3-8 and 11** in **English language arts and mathematics** aligned to the Common Core State Standards

• Students leave high school **prepared for postsecondary success** in college or a career through increased student learning and improved teaching

• The assessments shall be **operational** across SBAC states in the **2014-15 school year**
SSPI Recommendations for Transitioning California to a Future Assessment System

• California EC Section 60604.5 required the SSPI to provide the Legislature with recommendations for the reauthorization of the statewide pupil assessment program.

• A report containing the SSPI’s recommendations was delivered to the Legislature on January 8, 2013.
SSPI Recommendation 2

Beginning in the 2014-15 school year, fully implement the SBAC ELA and mathematics assessments.
SSPI Recommendation 3

Use the grade eleven SBAC ELA and mathematics assessments as an indicator of college readiness.
California Department of Education
Contacts/Resources

http://www.cde.ca.gov/re/cc
http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp

• Subscribe:
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